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ABSTRACT

Written for counselors working in Migrant Education Programs, this guide summarizes counselor responsibilities and includes specific information to assist migrant students seeking post-secondary education in Oklahoma. The introductory section provides a short statement of the migrant counselor's role in identifying handicapped students, achievement/aptitude testing, public relations, parent involvement, individual and group counseling, information dissemination, and financial aid. The second section discusses the needs assessment procedure for determining the objectives of the migrant guidance and counseling program. It includes points to consider in a survey of all eligible migrant children--academic achievement, physical and health needs, cultural influences, parental support, etc. A section on testing covers factors that depress test scores and provides specific suggestions for helping migrant students improve their test taking ability. A section on financial aid summarizes the benefits and eligibility requirements of the Pell Grant, Supplementary Educational Opportunity Grant, College Work Study Program, National Direct Student Loan, Vocational Rehabilitation Grant, and Oklahoma State Tuition Aid Grant. A final section lists Oklahoma's junior colleges, four-year colleges and universities, and vocational-technical schools. (JHZ)

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MIGRANT COUNSELOR'S GUIDE

Compiled By
DeDe Graham, Administrator

IN COOPERATION WITH THE
OKLAHOMA STATE DEPARTMENT OF EDUCATION

Federal Programs - Counseling
Snyder Public Schools
Snyder, Oklahoma
1983

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Migrant Counselor's Responsibilities and Activities

A migrant counselor benefits from having access to various types of information if he/she is to effectively meet the needs of migrant students. A few examples of beneficial information are as follows: awareness of the history and development of migrant education; patterns of migration; and an understanding of the cultural and economic factors having an impact on migrant students. Counselors can enhance a positive relationship with students by evidencing some of the following: showing a sincere interest in the student's perception of himself/herself (fostering a positive self concept); providing opportunities for formal and informal student contacts; participating in school activities that would afford him/her accessibility to students; being a liaison between students and faculty; and demonstrating a genuine empathetic rapport with students. By exhibiting some of the above stated roles, the migrant counselor can facilitate the counseling process, the goal of which seeks to assist the individual in functioning at his/her maximum and utilizing his/her potential to the utmost of his/her ability.

Migrant counselors may find themselves involved in some or all of the following responsibilities and activities:

Identification of Handicapped Students

The migrant counselor should be aware of P.L. 94-142. Responsibility for establishing proper referral procedures for

complete psychological evaluation should be developed by the counselor.

Achievement/Aptitude Testing

The migrant counselor may address himself/herself to the overall goals of the school's testing program and deal with how it can best be adapted to the needs of migrant students.

Public Relations

The migrant counselor may contact local radio stations and/or newspapers to keep the community abreast of all migrant activities.

Parental Involvement

The migrant counselor should attend Parent Advisory Council meetings and provide parents with information on topics that may be relevant to their needs.

Individual Counseling

One-to-one sessions with migrant students may be held for informal contact or to follow-up on specific problems such as academics, personal problems, etc.

Group Counseling

Small group counseling sessions of approximately three to eight students may be held to deal with such topics as test taking skills, improvement of study habits, etc.

Dissemination of Information

The migrant counselor may gather information in many areas of interest for students--emotional development, responsible

behavior, availability of jobs, etc.,--and see that students have access to the information.

Early Withdrawal/Late Entry Policies

The migrant counselor should have meetings with students who are late entrants or are departing early and assist them with the necessary paper work. The migrant counselor should become involved with the school policies affecting migrant students.

Scheduling and Course Sequencing

The migrant counselor must make sure that migrant students are scheduled according to a specific plan towards graduation.

Extracurricular School Involvment

The migrant counselor should assist students in identifying interests and guiding them in the direction of becoming involved and active in school activities.

Tutorial Activities

The migrant counselor should help migrant students assess their tutorial needs and determine placement in tutorial activities that will best serve their needs.

Referral and Community Resources

The migrant counselor can be most helpful to migrant students by knowing what community resources are available to migrant families and by finding out how these resources can be fully utilized.

Career Education

A major goal of career education is to broaden the base of information on which career decisions are made. The migrant

counselor should emphasize the need for learning experiences for students that will furnish information needed for decision making; and, where applicable, the entry level skill for beginning a career.

Financial Aid

The migrant counselor should conduct mini-group sessions with post-secondary bound students for the purpose of learning the intricacies and details of filling out financial aid forms.

This listing of responsibilities and activities is certainly not comprehensive. The migrant counselor's individual school district and student population will determine the needs and priorities.

Needs Assessment

Needs assessment is the initial step in a systems analysis process for developing, implementing, evaluating, and improving projects, programs, schools, and educational systems. Therefore, it is essential that a comprehensive needs assessment be conducted prior to establishing a migrant guidance and counseling program.

A migrant counselor has a wealth of information available to him/her that can facilitate the counseling planning process. Two resources are:

- The information in the school district's proposal, and
- Records that the district has maintained on migrant children.

In addition to these resources the counselor can survey all eligible migrant children to determine if any changes are necessary in the proposal. The counselor can survey the characteristics, needs, concerns, and special problems the students may be experiencing. The counselor can take into consideration the following:

- Intellectual achievement and academic performance - test results, current classroom placement, participation in supplementary activities (reading, math), and extracurricular activities. Counselors need to focus on secondary migrant students because of the high drop out rate among these students.
- Physical - Clothing, dental, and overall health problems that are affecting academic performance.
- Psychological - Special behavioral problems that merit attention and possible modification.
- Cultural - Values, attitudes, migration patterns, and their impact on school attendance and academic achievement.
- Parental influence, support, and participation in student's academic achievement.
- Social, economic, political, and religious factors that may indicate the need for special consideration.
- Community service groups that would be interested in becoming involved in the migrant program.

A comprehensive needs assessment must include the needs, concerns, and problems of the school district in relation to

its Migrant Education Program. Coordination with teachers, principals, the superintendent, and the local school board can make a significant difference in the overall success and integration of any Migrant Program.

Upon completion of the needs assessment and prioritization of needs, objectives can be developed. The objectives indicate what is to be done to meet the identified needs. They must flow directly from the needs assessment, and must state, in measurable terms, the outcomes that are expected as a result of the program. The evaluation design must follow in terms of continuity, from needs to objectives through activities to final evaluation.

Testing

Modern education is characterized by the emphasis which it places upon adapting the educational program to the needs of the individual child. These needs are governed by the child's level of ability and by the degree to which he/she has mastered the educational content to which he/she has been previously exposed.

The migrant counselor's purpose is to determine as accurately as possible, the intelligence, level of achievement, ability, and interests of the individual student through the use of a testing program and individual and group counseling processes. Test results, along with other cumulative records should be used to :

- Provide individual counseling to help the student and his/her parents to understand the student's educational strengths and weaknesses. This will assist them to make the appropriate educational or vocational training plans.
- Assist the student to more fully utilize his/her abilities.
- Provide to teachers and administrators such information about individuals or groups of students as may be necessary to enable them to plan proper curricular and instructional programs.

Test companies and school districts often function from two fundamental assumptions:

- Students will do their best when taking a test.
- Students know how to take tests.

Neither assumption is accurate. Migrant students frequently feel that standardized tests are of little or no importance. Teachers' misinformation and disinterest often encourage poor performance by students on standardized tests. Teachers and counselors can encourage students to do their best and convey to them the importance of tests. Students should be encouraged to take tests seriously, yet made aware of the fact that perfect scores are not expected on standardized tests.

It cannot be assumed that students know how to take tests. Student testing behavior often indicates frustration because of poor reading skills; consequently, they quit trying. Teachers can be very helpful by preparing students with viable test taking

skills. In particular, students need to be taught how to guess, both blindly and intelligently. Multiple choice tests help to teach students to perceive subtle differences in answers and to choose the best available answers.

Counselors and teachers must coordinate efforts to enhance the test performance of all students. One alternative for accomplishing this goal might be to prepare a unit on testwiseness to be taught to students. In addition, special attention must be given to students who are culturally and economically different, because, typically, these students score below the national norm on standardized tests.

Financial Aid Opportunities

BEOG Pell Grant (Basic Educational Opportunity Grant)

The Basic Educational Opportunity Grant Program is a federal aid program designed to provide financial assistance to those who need it to attend post high school educational institutions. Basic Grants are intended to be the "floor" of a financial aid package and may be combined with other forms of aid in order to meet the full costs of education. Determination of eligibility is based on the student's or family's financial resources. BEOG awards for students enrolled less than full time will be decreased.

The amount of an award will be based on the student's determination of eligibility and the cost of attendance at his/her school.

To be eligible for a BEOG, a student must:

- be a U.S. citizen or an eligible non-citizen, as described in the BEOG application
- be an undergraduate student
- be enrolled at least six hours
- send application to Los Angeles
- submit SER - Student Eligibility Report to Financial Aid Office

Students may apply for this grant for the period of time required to complete the first undergraduate course of study being pursued.

SEOG (Supplemental Educational Opportunity Grant)

The Supplemental Educational Opportunity Grant Program is for students of financial need determined by the Financial Aid Office.

To be eligible for SEOG, a student must:

- be a U.S. citizen, national or permanent resident of U.S.
- have submitted General Financial Aid Application
- be an undergraduate student
- be enrolled full time (at least 12 hours)
- be in need as established by Financial Aid Office

CWSP (College Work Study Program)

The primary purpose of the College Work Study Program is to encourage and promote part-time employment of students. The program is designed for those students who have financial

need and who are in need of the earnings to pursue a course of study.

To be eligible for the College Work Study Program a student must:

- be a U.S. citizen, national or permanent resident of U.S.
- have submitted General Financial Aid Application
- demonstrate financial need
- show evidence of academic or creative promise and capability of maintaining good standing in such a course of study while employed under the program
- have been accepted for enrollment or is currently enrolled on a full time basis

A student will be eligible to participate in CWSP during periods of non-enrollment if the student:

- was enrolled and was in attendance as at least a half time student at the institution during the preceding period of regular enrollment (regular session) at that institution and will complete a course of study during such special session, or;
- will be enrolled, or has been accepted for enrollment, at the institution as a full time student for the regular session following such special session.

Provisions and procedures:

- Students may not be employed for more than 20 hours during periods of enrollment and 40 hours per week during periods of non-enrollment.
- Student's total earnings may not exceed his/her need as determined by the Financial Aid Office, taking into consideration all financial aid awards made to the student, and outside employment.

- If a student is employed full time during the summer vacation period, a percentage of his/her net earnings must be allocated to the cost of attendance in the subsequent sessions.
- A student must sign an affidavit indicating he/she intends to use prodeeds to offset his educational expenses.
- The rate of compensation shall be not less than the minimum wage nor greater than $1.50 above minimum wage.
- A student must submit a time card on a monthly basis.
- Eligibility of a student must be determined on an annual basis.
- Under no circumstances may a student receive payment from CWSP funds for work in excess of 20 hours per week during periods of enrollment. If a student does work beyond the 20 or 40 hours per week, non-CWSP funds must be used to pay the student for all time worked in excess of 20 or 40 hours.

NDSL (National Direct Student Loan)

The National Direct Student Loan is for students who are enrolled in a participating post-secondary institution and need a loan to meet their educational expenses.

A student may borrow up to a total of (a) $3,000 if enrolled in a vocational program or if the student has completed less than two years of a program leading to a bachelor's degree; (b) $6,000 if student is an undergraduate student who has already completed two years of study towards a bachelor's degree; (c) $12,000 for graduate study. (Total includes any amount borrowed under NDSL for undergraduate study).

The criteria for eligibility are:

- 4% interest rate
- possible teacher cancellation
- enrolled full time (at least 12 hours)

- submitted general application to Financial Aid Office
- need determined by Financial Aid Office
- repayment begins 6 months after student graduates or drops below 6 hours of enrollment

VO-REHAB. (Vocational Rehabilitation Grant)

The Oklahoma State Board of Vocational Education, through the Vocational Rehabilitation Division, offers payment of tuition and other services to students who have certain physical handicaps, provided the vocational objective selected by the student has been approved by a representative of the Division.

OSTAG (Oklahoma State Tution Aid Grant)

The Oklahoma State Tution Aid Grant is a State program designed to provide financial assistance to students who meet certain financial criteria. The maximum amount a student can receive from the State Tuition Aid Grant program is one half of the cost of tuition each semester. The amount of each grant is based on the student's family adjusted gross income for the previous tax year and the amount of funds actually available to the program each year as set forth by the State of Oklahoma.

Applicants must be a legal resident of the State of Oklahoma as determined by current policy of the State Regents. Students applying must enroll or be enrolled full time, 12 hours or more, for the current semester.

Application and deadline dates are determined by the Oklahoma Board of Regents and are normally available about February 1st each year.

Oklahoma Junior Colleges

Bacone College in Muskogee, Oklahoma

Carl Albert Junior College in Poteau, Oklahoma

Connors State College in Warner, Oklahoma

Eastern Oklahoma State College in Wilburton, Oklahoma

El Reno Junior College in El Reno, Oklahoma

Murray State College in Tishomingo, Oklahoma

Northeastern Oklahoma A&M College in Miami, Oklahoma

Northern Oklahoma College in Tonkawa, Oklahoma

Oklahoma City Community College in Oklahoma City, Oklahoma

Oklahoma State University--Technical Branch in Oklahoma City

Oklahoma State University--Technical Branch in Okmulgee, Oklahoma

Rogers State College in Claremore, Oklahoma

Rose State Junior College in Midwest City, Oklahoma

Sayre Junior College in Sayre, Oklahoma

Seminole Junior College in Seminole, Oklahoma

St. Gregory's College in Shawnee, Oklahoma

Southwestern College in Oklahoma City, Oklahoma

Tulsa Junior College in Tulsa, Oklahoma

Western Oklahoma State College in Altus, Oklahoma

Oklahoma Four-Year Colleges and Universities

Bartlesville Wesleyan College in Bartlesville, Oklahoma
Four-year liberal arts college
Affiliated with the Wesleyan Church

Bethany Nazarene College in Bethany, Oklahoma
Four-year liberal arts college
Affiliated with the Church of the Nazarene

Cameron University in Lawton, Oklahoma
Four-year public liberal arts university

Central State University in Edmond, Oklahoma
Four-year public liberal arts university

East Central University in Ada, Oklahoma
Four-year public university of arts and science

Flaming Rainbow University in Stilwell, Oklahoma
Four-year private predominantly Indian university

Hillsdale Freewill Baptist College in Moore, Oklahoma
Four-year private Baptist college

Langston University in Langston, Oklahoma
Four-year public predominantly black liberal arts university

Mid-America Bible College in Oklahoma City, Oklahoma
Four-year private college

Northeastern State University in Tahlequah, Oklahoma
Four-year public teachers' university

Northwestern Oklahoma State University in Alva, Oklahoma
Four-year liberal arts and teachers' university

Oklahoma Baptist University in Shawnee, Oklahoma
Four-year Baptist liberal arts university

Oklahoma Christian College in Oklahoma City, Oklahoma
Four-year liberal arts college
Affiliated with the Church of Christ

Oklahoma College of Osteopathic Medicine in Tulsa, Oklahoma
Four-year public college of medicine

Oklahoma City University in Oklahoma City, Oklahoma
Four-year Methodist university

Oklahoma Missionary Baptist College in Marlow, Oklahoma
Four-year private Baptist college

Oklahoma Panhandle State University in Goodwell, Oklahoma
Four-year public university

Oklahoma State University in Stillwater, Oklahoma
Four-year public university

Oral Roberts University in Tulsa, Oklahoma
Four-year private interdenominational university

Phillips University in Enid, Oklahoma
Four-year private liberal arts university

Southeastern Oklahoma State University in Durant, Oklahoma
Four-year public liberal arts university

Southwestern College of Christian Ministries in Bethany, Oklahoma
Four-year private college

Southwestern Oklahoma State University in Weatherford, Oklahoma
Four-year public university of arts and science

University of Oklahoma in Norman, Oklahoma
Four-year public university

University of Oklahoma Health Sciences Center in Oklahoma City, Oklahoma--Four-year public university for health-related professions

University of Science and Arts of Oklahoma in Chickasha, Oklahoma
Four-year public university

University of Tulsa in Tulsa, Oklahoma
Four-year private university
Affiliated with the United Presbyterian Church

Oklahoma Vocational-Technical Schools

Caddo-Kiowa Area Vo-Tech
P.O. Box 190
Fort Cobb, Oklahoma 73038

Canadian Valley Area Vo-Tech
P.O. Box 579
El Reno, Oklahoma 73036

Central Oklahoma Area Vo-Tech
3 Central Circle
Drumright, Oklahoma 74030

Eastern Oklahoma Area Vo-Tech
P.O. Box 967
Choctaw, Oklahoma 73020

Francis Tuttle Area Vo-Tech
12777 North Rockwell
Oklahoma City, Oklahoma 73142

Gordon Cooper Area Vo-Tech
P.O. Box 848
Shawnee, Oklahoma 74801

Great Plains Area Vo-Tech
4500 West Lee Boulevard
Lawton, Oklahoma 73505

High Plains Area Vo-Tech
P.O. Box 5249
Woodward, Oklahoma 73803

Indian Capitol Area Vo-Tech
P.O. Box 206
Muskogee, Oklahoma 74401

Indian Meridian Area Vo-Tech
1312 South Sangre
Stillwater, Oklahoma 74074

Kiamichi Area Vo-Tech
P.O. Box 490
Wilburton, Oklahoma 74578

Mid-America Area Vo-Tech
P.O. Box H
Wayne, Oklahoma 73095

Mid-Del Area Vo-Tech
1621 Maple Drive
Midwest City, Oklahoma 73110

Moore-Norman Area Vo-Tech
4701 12th Avenue NW Street
Norman, Oklahoma 73069

Northeast Oklahoma Vo-Tech
P.O. Box 825
Pryor, Oklahoma 74362

Oklahoma City Area Vo-Tech
1600 Springlake Drive
Oklahoma City, Ok. 73111

Oklahoma Northwest Area Vo-Tech
P.O. Box 784
Alva, Oklahoma 73717

O.T. Autry Area Vo-Tech
1201 West Willow
Enid, Oklahoma 73701

Pioneer Area Vo-Tech
2101 North Ash Street
Ponca City, Oklahoma 74601

Red River Area Vo-Tech
P.O. Box 1088
Duncan, Oklahoma 73533

Southern Oklahoma Area Vo-Tech
Route 1
Ardmore, Oklahoma 73401

Tri-County Area Vo-Tech
P.O. Box 3428
Bartlesville, Ok. 74005

Tulsa Memorial Area Vo-Tech
3420 South Memorial Drive
Tulsa, Oklahoma 74145

Western Oklahoma Area Vo-Tech
P.O. Box 1469
Burns Flat, Oklahoma 73624

Closing Statements

The Migrant Education Program has been meeting the needs of migrant students through excellent and innovative instructional services. However, one major problem that continues to affect many migrant students' educational goals is the students' tendency to drop out of school. Thus, one of the major obligations of counselors is to strive to keep these students in school. This goal can often be fostered by offering alternative programs (e.g. evening classes, tutorial/remedial programs, summer classes, etc.) that will encourage completion of high school requirements. Another obstacle that hampers this effort is the fact that many states have different academic requirements for graduation. In addition, many school districts within states require varying number of credits for completion of high school. Therefore, it is imperative that a joint and unified effort of cooperation

and coordination be established among the states in order to enable these highly mobile students the opportunity for graduation.

Migrant students also have problems participating in extracurricular activities at school. Many students' families are not economically able to provide instruments for band, tennis shoes for basketball, or cheerleaders' uniforms for cheerleading. Migrant students' participation is further limited by the necessity of helping their families with financial concerns.

Another element influencing the drop out problem is the inability to communicate with teachers and classmates. This serves only to reinforce a negative self concept and sometimes encourages frustration. This frustration is further compounded by the fact that achievement test scores indicate that many of these students are two or more years below grade level expectancy in reading and mathematics.

The task of counselors of migrant students is to provide guidance and counseling programs which will help these students combat the academic, psychological, and social conditions which contribute to their isolation. Guidance and counseling programs can help migrant students to remain in school and become productive citizens.

In conclusion, this group of the school population belongs to an extremely mobile society. Their families are willing to move in search of work rather than remain static in one area where they could easily be eligible for welfare or unemployment. Consequently, the cost-effectiveness of educating a migrant

student is well justified when one considers the difference in the cost of a high school education versus a life time of dependency on society.

Resources Used in Compilation of Guide

Counselor's Guide to Oklahoma Higher Education. State Capitol, Oklahoma City: Oklahoma State Regents for Higher Education. January, 1981.

Goals and Objectives for a Model High School Guidance Program. Oklahoma City, Oklahoma: Oklahoma State Department of Education. 1978.

Migrant Counselor's Guide. Edinburg, Texas: Region I Education Service Center. August, 1980.

Student Financial Aid. Lawton, Oklahoma: Cameron University. 1982.

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OKLAHOMA MIGRANT EDUCATION

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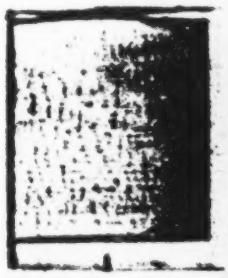
MIGRANT COUNSELOR'S GUIDE



What education need is this program addressing?

The Migrant Counselor's Guide is an attempt to broaden the scope of students' educational and occupational skills. With the continuing mechanization of harvesting methods, these students must have alternative educational and vocational objectives to assure their becoming useful independent citizens of tomorrow.

What are the program's goals and objective?

The goal of the program is to increase awareness of available educational and vocational career alternatives for migrant students. The objectives are:

1. To impart a feeling of self-worth to the migrant student.
2. To improve the self-image of the migrant student.
3. To introduce the migrant student to new and different vocational opportunities.
4. To facilitate the migrant student's awareness of post-secondary opportunities.

What makes this program different from what is found in the typical school setting?

Migrant students often move from school to school. They are usually older and physically larger than their classmates. The dropout rate is 90%

or 9 out of 10 not completing high school. Therefore, innovative counseling approaches facilitate their staying in school and making informed post-secondary educational choices.

What special facilites, equipment and human resources are required for implementation?

Human resources are the most important facet of the counseling program. The migrant counselor must be willing to involve himself/herself with students. These students need personal contact and the knowledge that they are valued as individuals. The migrant counselor is often their only reference point relative to the rest of the school population.

This program addresses a segment of the population which is overlooked in many instances. It attempts to solve the problem of migrant students' lack of awareness of post-secondary and vocational opportunities. The Migrant Education counseling program is a program designed to accomodate the educational and vocational needs of a highly mobile student population.